

About The New England Common Assessment Program

This report highlights results from the Fall 2009 Beginning of Grade New England Common Assessment Program (NECAP) tests.

The NECAP tests are administered to students in New Hampshire, Rhode Island, Vermont, and now Maine as part of each state's statewide assessment program.

NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. This year's writing test is a pilot designed to field-test new material, therefore no score reports will be produced this year for writing. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-



choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



Fall 2009 Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2009-2010

School Results

School: Lewiston Middle School

District: Lewiston School Department

Code: 1088-1285



Fall 2009 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2009-2010

Grade Level Summary Report

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled

in the school after October 1, 2009, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	317			323			14,367			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
	310	313		314	317		14,004	14,028		98	99		97	98		97	98	
Students not tested in NECAP																		
State Approved	6	1		8	3		232	212		2	0		2	1		2	1	
Alternate Assessment	1	1		3	3		188	178		0	0		1	1		1	1	
First Year LEP	5	0		5	0		11	0		2	0		2	0		0	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		0	0		33	34		0	0		0	0		0	0	
Other	1	3		1	3		131	127		0	1		0	1		1	1	

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	317	6	1	310	34	11	159	51	84	27	33	11	745	314	11	51	27	11	744	14,004	9	59	23	8	745
MATH	317	1	3	313	48	15	113	36	58	19	94	30	739	317	15	36	19	31	739	14,028	19	41	20	21	742
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



Fall 2009 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2009-2010

Reading Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

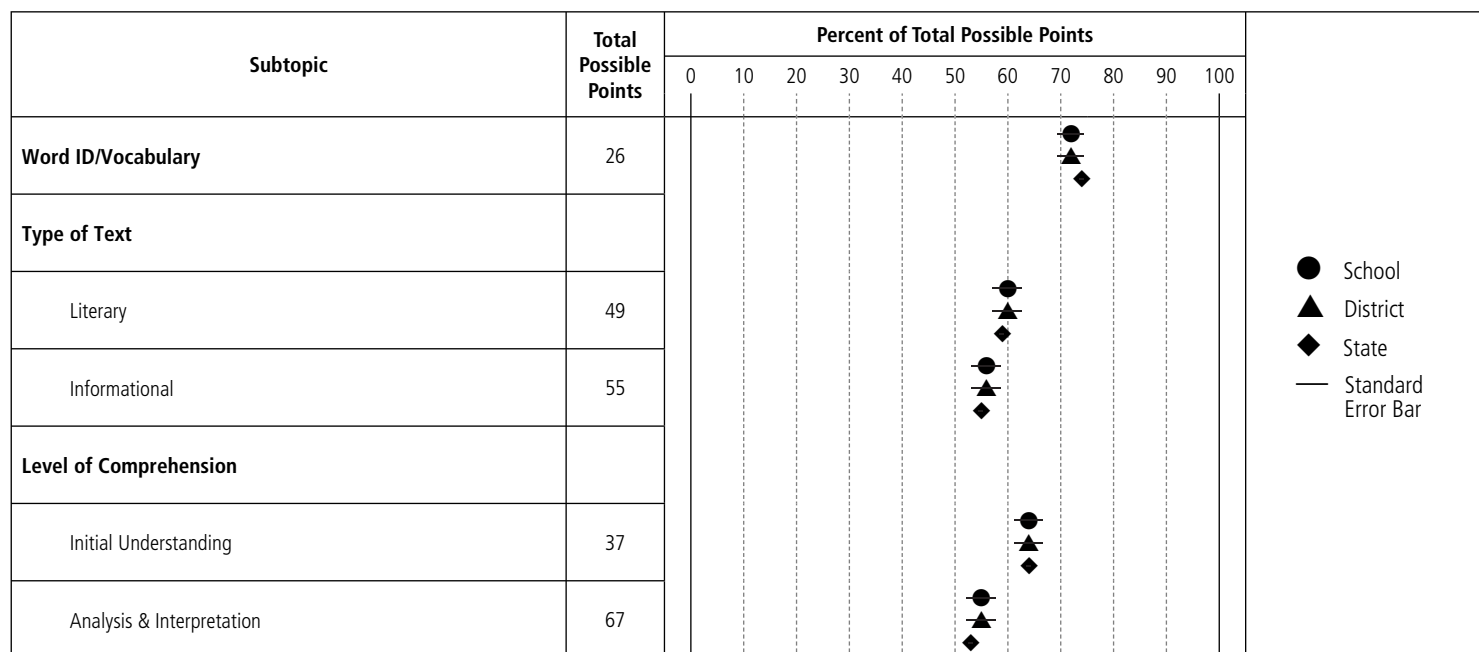
Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total	317	6	1	310	34	11	159	51	84	27	33	11	745
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total	323	8	1	314	34	11	160	51	86	27	34	11	744
STATE 2007-08 2008-09 2009-2010 Cumulative Total	14,367	232	131	14,004	1,317	9	8,315	59	3,220	23	1,152	8	745





Fall 2009 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2009-2010

Disaggregated Reading Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	317	6	1	310	34	11	159	51	84	27	33	11	745	314	11	51	27	11	744	14,004	9	59	23	8	745
Gender																									
Male	161	5	1	155	10	6	74	48	51	33	20	13	742	158	6	47	33	13	742	7,257	5	57	27	11	743
Female	156	1	0	155	24	15	85	55	33	21	13	8	747	156	15	54	22	8	747	6,747	14	62	18	5	748
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	1	0	0	1										1						127	5	48	33	14	740
Asian	2	0	0	2										2						201	17	59	16	7	749
Black or African American	71	5	0	66	5	8	23	35	23	35	15	23	739	66	8	35	35	23	739	398	7	45	30	17	741
Hispanic or Latino	6	0	0	6										6						165	6	54	31	9	743
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	237	1	1	235	26	11	132	56	59	25	18	8	746	239	11	56	26	8	746	13,113	9	60	23	8	746
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	50	5	0	45	1	2	9	20	23	51	12	27	735	45	2	20	51	27	735	288	2	36	39	24	737
Former LEP student - monitoring year 1	2	0	0	2										2						14	21	71	7	0	753
Former LEP student - monitoring year 2	1	0	0	1										1						19	16	84	0	0	753
All Other Students	264	1	1	262	33	13	147	56	61	23	21	8	746	266	12	56	24	8	746	13,683	10	60	23	8	746
IEP																									
Students with an IEP	47	1	1	45	2	4	9	20	19	42	15	33	734	49	4	20	43	33	734	2,187	1	25	41	34	733
All Other Students	270	5	0	265	32	12	150	57	65	25	18	7	746	265	12	57	25	7	746	11,817	11	66	20	4	748
SES																									
Economically Disadvantaged Students	196	6	0	190	15	8	86	45	62	33	27	14	742	193	8	45	33	14	742	5,810	4	53	30	13	742
All Other Students	121	0	1	120	19	16	73	61	22	18	6	5	748	121	16	60	18	6	748	8,194	13	64	18	5	748
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	317	6	1	310	34	11	159	51	84	27	33	11	745	314	11	51	27	11	744	14,002	9	59	23	8	745
Title I																									
Students Receiving Title I Services	74	0	0	74	1	1	35	47	32	43	6	8	740	74	1	47	43	8	740	1,093	5	43	40	12	741
All Other Students	243	6	1	236	33	14	124	53	52	22	27	11	746	240	14	52	23	12	746	12,911	10	61	22	8	746
504 Plan																									
Students with a 504 Plan	5	0	0	5										5						286	6	60	28	6	744
All Other Students	312	6	1	305	34	11	158	52	81	27	32	10	745	309	11	51	27	11	745	13,718	9	59	23	8	745

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2009 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2009-2010

Mathematics Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

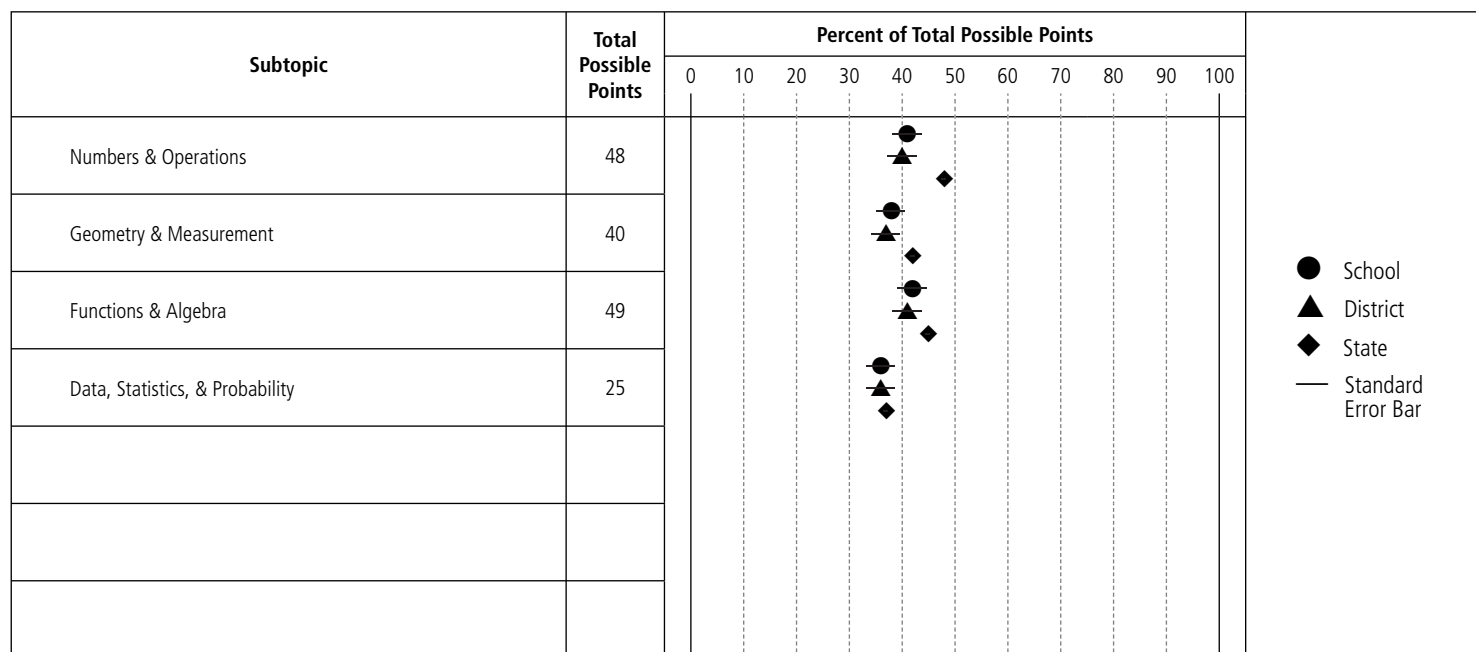
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total	317	1	3	313	48	15	113	36	58	19	94	30	739
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total	323	3	3	317	48	15	113	36	59	19	97	31	739
STATE 2007-08 2008-09 2009-2010 Cumulative Total	14,367	212	127	14,028	2,602	19	5,719	41	2,820	20	2,887	21	742





Fall 2009 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2009-2010

Disaggregated Mathematics Results

School: Lewiston Middle School
District: Lewiston School Department
State: Maine
Code: 1088-1285

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	317	1	3	313	48	15	113	36	58	19	94	30	739	317	15	36	19	31	739	14,028	19	41	20	21	742
Gender																									
Male	161	1	3	157	33	21	50	32	29	18	45	29	740	160	21	31	19	29	740	7,276	20	41	19	20	742
Female	156	0	0	156	15	10	63	40	29	19	49	31	738	157	10	40	18	32	738	6,752	17	41	21	21	742
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	1	0	0	1										1						127	6	38	23	34	738
Asian	2	0	0	2										2						205	32	40	13	15	746
Black or African American	71	0	1	70	5	7	15	21	9	13	41	59	730	70	7	21	13	59	730	408	6	28	19	47	735
Hispanic or Latino	6	0	0	6										6						168	11	31	28	30	739
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	237	1	2	234	41	18	96	41	46	20	51	22	742	238	17	40	20	23	742	13,120	19	41	20	20	742
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	50	0	0	50	1	2	5	10	6	12	38	76	724	50	2	10	12	76	724	307	3	26	22	49	733
Former LEP student - monitoring year 1	2	0	0	2										2						14	36	43	14	7	749
Former LEP student - monitoring year 2	1	0	0	1										1						19	32	53	11	5	748
All Other Students	264	1	3	260	45	17	107	41	52	20	56	22	742	264	17	41	20	22	742	13,688	19	41	20	20	742
IEP																									
Students with an IEP	47	1	1	45	1	2	7	16	9	20	28	62	731	49	2	14	20	63	730	2,198	3	17	20	59	731
All Other Students	270	0	2	268	47	18	106	40	49	18	66	25	741	268	18	40	18	25	741	11,830	21	45	20	13	744
SES																									
Economically Disadvantaged Students	196	1	1	194	21	11	61	31	42	22	70	36	736	197	11	31	22	37	736	5,828	8	37	24	30	738
All Other Students	121	0	2	119	27	23	52	44	16	13	24	20	744	120	23	43	13	21	744	8,200	26	43	17	14	745
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	317	1	3	313	48	15	113	36	58	19	94	30	739	317	15	36	19	31	739	14,026	19	41	20	21	742
Title I																									
Students Receiving Title I Services	74	0	0	74	1	1	19	26	22	30	32	43	736	74	1	26	30	43	736	1,099	5	28	32	35	737
All Other Students	243	1	3	239	47	20	94	39	36	15	62	26	740	243	19	39	15	27	740	12,929	20	42	19	19	743
504 Plan																									
Students with a 504 Plan	5	0	1	4										4						285	19	41	22	18	742
All Other Students	312	1	2	309	48	16	111	36	58	19	92	30	739	313	15	35	19	30	739	13,743	19	41	20	21	742

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.